

## University of Virginia (UVA) Measures

### 1. Behavior Coding System (BCS)

Pianta, R. C., Whittaker, J. E., Vitiello, V., Ansari, A., & Ruzek, E. (2018). Classroom Process and Practices in Public Pre-K Programs: Describing and Predicting Educational Opportunities in the Early Learning Sector. *Early Education and Development, 29*(6), 797-813.

### 2. Classroom Assessment Scoring System (CLASS)

Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Baltimore, MD, US: Paul H Brookes Publishing.

### 3. Early Childhood Longitudinal Study (ECLS-K) [Content Coverage]

U.S. Department of Education. (2015). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011): User's manual for the ECLS-K: 2011 kindergarten–first grade data file and electronic codebook, public version (NCES 2015-078)*. Washington, DC: National Center for Education Statistics.

### 4. Five Essentials-Early Ed Survey

Ehrlich, S. B., Pacchiano, D. M., Stein, A. G., & Wagner, M. R. (2018). *Organizing Early Education for Improvement: Testing a New Survey Tool*. Technical Report. University of Chicago Consortium on School Research.

### 5. Forward and Backward Digit Span

Carlson, S. M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology, 28*, 595-616.  
doi:10.1207/s15326942dn2802\_3

### 6. Head-Toes-Knees-Shoulders (HTKS)

McClelland, M. M., & Cameron, C. E. (2012). Self-regulation in early childhood: Improving conceptual clarity and developing ecologically valid measures. *Child Development Perspectives, 6*, 136-142. doi: 10.1111/j.1750-8606.2011.00191.x

### 7. Optimizing Learning Opportunities for Students (OLOS)

Connor, C.M. (2017). *Optimizing Learning Opportunities for Students*. University of California, Irvine. Irvine, CA.

### 8. Pencil Tap Test

Carlson, S. M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology, 28*, 595-616.  
doi:10.1207/s15326942dn2802\_3





**9. Teacher-Child Rating Scale (T-CRS)**

Hightower, A.D., et al. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review*, 15(3), 393-409.

**10. Woodcock-Johnson III (WJ III) [Applied Problems, Quantitative Concepts, Humanities, Letter-Word Identification, Picture Vocabulary, Science, Social Studies]**

Woodcock, R.W., McGrew, K.S. & Mather, N. (2001). *Woodcock–Johnson III (3rd ed.)*. Itasca, IL: Riverside Publishing.

